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ABSTRACT

This collection of twelve elementary-level career guidance practices consists of four activities which may be grouped under the heading of novel practices, three activities involving community volunteers, a field trip, a career day activity, and three mobile activities. A standard format (including a description of the practice, its objectives, a planning check list, a list of needed resources, procedures for gaining support of the practice, possible barriers to its implementation, activity management considerations, evaluation procedures, the name and address of the source of the activity, suggestions for effective implementation, and suggestions for additional activities) is followed for each practice. Among the activities provided in this volume are a program patterned after a television game show, a career-of-the-month program, telephone conversations heard by a group through a special amplifying unit, one-to-one pairing of volunteer community "mentors" and students, an Officer Friendly program, use of senior citizen volunteers, career workshops, a summer career exploration program involving field trips, a moving job fair, a career day on wheels, and a career wagon. (Related documents contain similar career guidance activities for secondary and postsecondary use--see note.) (MN)

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ED197078

COMMUNITY-BASED

CAREER GUIDANCE PRACTICES

VOL I - Elementary Level

Project No. DVE 02F21

Collection and Dissemination of
validated Career Guidance
Activities Utilizing Community Resources
Part C, Voc. Ed. Act.

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P. O. Box 1849
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June 1980

The work upon which this publication was based was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, & Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

CE 027 605

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This collection of community-based career guidance practices is the result of a three-year study funded by the Florida Department of Education. During the first year, a search was conducted throughout the United States. This nationwide search was continued during the second year, although the major focus was upon the State of Florida. From these findings, the manual was developed in the third project year (FY 79-80).

The manual consists of two parts: detailed practices and annotations. The first part is organized by three educational levels--elementary, secondary, and postsecondary. Within each of these levels, the practices, as available, have been arranged by nine types. In the second part of the manual are annotations of both the detailed practices comprising the first part plus many others for which full details could not be obtained or which were not selected for inclusion.

Four features of the manual are particularly significant. First, a standard format is followed for each practice --description, objectives, etc. Second, the source and his/her address and telephone number are provided for each practice. Third, all practices have been tried successfully and, therefore, are recommended for adaptation. Finally, cross indexes are included in each section to encourage articulation between and among levels and/or adaptation of practices from one level to another level or levels.

Without the assistance from many persons, this project could not have been completed. Many educators and other professionals in government, business, and industry provided details on the practices included in this manual and/or assisted by referring the staff to appropriate persons who could provide this information. In addition, four Manatee Junior College secretaries -- Ione Levins, Naomi Ford, Diane Beck, and Karen Konecy -- worked during their slack times to type drafts of the practices. Finally, Denise Sutton worked full-time as a CETA funded secretary during the third year of the project.

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ELEMENTARY-LEVEL PRACTICES

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CATEGORIES OF PRACTICES

I. Novel Practices

II. Volunteering

III. Field Trips

IV. Special Career Emphases (Day, Week, Month)

V. Intern / Extern Practices

VI. Shadowing / Work Experience / Exploration

VII. Exchanges

VIII. Mobile Practices

IX. Educator Inservice

Title of Community-based Practice: "It's Great To Be"

Suggested level for use: Elementary

Description of the Practice:

"It's Great To Be" is a grade 5-6 career education program patterned after the TV show "What's My Line." Each month a career cluster is designated and a "mystery guest" from that cluster is invited to the school. One guest can spend about an hour at a school and meet with three classes. Over a year's time, seven to nine guests may appear at a grade level. The program is emphasized in grade five; is optional, but encouraged, in grade six.

Sample Objectives:

- To familiarize students with people in a variety of careers.
- To involve people from the community in the career education program of the district.

Planning Checklist:

- Notify the elementary school principals and counselors of the need to maintain the "It's Great To Be" program.
- Specify the career clusters for each month.
- Provide each counselor with a year's supply of evaluation sheets.
- Provide names of resource speakers to supplement the efforts in each school.

Resources Needed:

Resource file/notebook of "mystery guests"

Procedures for Gaining Support of the Practice:

The program has been operational since 1972. It is necessary to encourage maintaining the program for its benefits to students and for community involvement.

Possible Barriers to Implementation:

There are many demands on instructional time and on the time of the elementary school counselors who facilitate the program. The great majority of students and teachers like the program. While they are interested and supportive, teachers feel the press of teaching the basics and other course content. At the same time, many see the instructional and cognitive learning aspects of "It's Great To be."

Management Considerations:

- Scheduling time
- Coordinating the time the teacher allocates with the time the "mystery guests" can appear

Evaluation Procedures:

The attached evaluation sheet is used to record the number of participants and how the mystery guests are perceived by students.

Other Pertinent Information:

There can be many spinoffs, depending upon the teacher. Thank you letters, pictures drawn by students of the particular career area, bulletin boards depicting the career of the month, further research into the career area, additional vocabulary words associated with the career of the month, to name a few.

Source of this practice:

Raymond D. Falk, Coordinator of Counseling & Health Services
Corpus Christi Independent School District
P. O. Box 110
Corpus Christi, TX 78403

(512) 888-7911

Guest Selection Procedures:

- Invite guests representative of the Cluster of the Month. Cluster should not be introduced to students until after guest appearance so that the mystery element of the game will be enhanced.

- Guests should be asked to bring equipment or materials, if possible, which are used in their occupations.

- Guests should be asked to repeat childrens' questions when answering so that the classroom may hear what is being answered.

- Guests representing other than traditional roles should be invited (i.e., use of technical, medical and dental careers, persons other than in the field of education). Management personnel might be asked to role-play technical or semi-skilled jobs to insure representation of each field.

- A greater number of guests representing minority groups should be asked.

- Equalize the number of female guests rather than a predominance of male guests.

- After initial contact, a letter should be mailed to the guest.

- Adequate instructions on location of school are very important.

- A second call shortly before appearance date might eliminate failure of the guest to arrive.

- A letter of thanks is sent from the Career Education Consultant to each guest if the office is informed of his or her appearance.

Suggestions for Additional Activities:

- A Career scrapbook may be started, with pictures of occupations cut from magazines and research articles clipped or written by students.

- A Career photograph album may be kept with snapshots of sessions including guests and children participating. Some children may have cameras and wish to be class photographers.

- "It's Great To Be" booklet. Each child may decorate a cover and include his own drawings of each guest with several sentences about his impressions of the occupation.

- "It's Great To Be" bulletin board with newspaper or magazine pictures and articles about various workers. Children's art impressions might also be used.

Suggestions for Effective Implementation:

- Active pupil participation is basic. If children are slow to begin questioning, counselor or teacher might begin to interject questions, summarize occasionally, tying information together.

- The mystery quality of the game is essential. Do not emphasize "messages" regarding moral or value judgments relating to "hard work," "study hard," "someday you could become a _____ if you wil just work toward your goal," etc.

- This experience is really one of mutual cooperation; the pupils can be depended upon to develop the process with minimal assistance.

- While the counselor coordinates the screening of guests, each teacher and principal should suggest at least two names for the year. Ease in securing guests will then be assured.

- "It's Great To Be" sessions should be <u>fun</u> as well as informative for pupils and teachers. The game aspect of the program should be stressed.

- Teachers, counselors or students may role-play various occupations. Principals should be invited to take an active part in this phase.

- The game is presented on the average of once a month.

- Pupils may take turns acting as the moderator, who calls on students, and recorder, who serves as score keeper. When twenty responses are received, the guest may tell his occupation or give clues as to his identity.

- A five-to-ten minute question and answer period will follow during which the guest may relate such information as job preparation, entry requirements, advantages and disadvantages.

- Each guest makes a separate appearance in every room in the grade level, averaging no more than three presentations. A presentation is about 20 minutes per class. In the event that there are more than three rooms, classes may rotate in participation. Another approach, useful in open classroom settings, is to use a fishbowl whereby several students are selected from each class group and are seated in a circle in a central place in the room. Questioning is done by this group, changing participants each month.

Title of Community-based Practice Career of the Month

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) Elementary

Description of the practice

Each month a different subject area, e.g. science and its related careers is emphasized throughout the school. Suggested concepts to be taught and learning activities for achieving them are distributed to the teachers.

Sample Objective(s)

To increase students' awareness of careers related to each major subject area studied.

Planning Checklist

1. Designation of subject area emphasis for each month.
2. Preparation of the monthly resource sheets for teachers at each grade level
3. Arrangements for evaluation/feedback

Resources Needed

1. Monthly handouts of concepts and activities for each grade level.
2. Monthly handouts of related sources of information, lists of careers along with life-centered activities and skills related to the subject area featured.

Procedures for Gaining Support of the Practice

1. Involvement of teachers in long-range planning i.e., designation of monthly emphases, and in preparation and/or review of concepts and activities.
2. As needed, provide support for teachers in their efforts to implement suggested activities.

Possible Barriers to Implementation

1. Limited or no staff time for preparation of materials
2. Disinterest by teachers
3. Lack of administrative support for the monthly practice.

Management Considerations

1. Orientation to the practice
2. Funding for costs - materials, prepration and duplication of materials, transportation, etc.
3. Evaluation
4. Follow through for revision of materials

Evaluation Procedures

1. Teacher comments
2. Student products
3. Student comments

Other Pertinent Information/Comments (such as possible variations)

Sample concepts and activities are included for three grade levels.

Source(s) of this practice

Name Bobby Horton

School/College/Other organization Carroll County Career Development Project

Address Box 456, Hillsville, VA 24343

Telephone _____
(area) (number)

CAREER OF THE MONTH--MATHEMATICS

FIRST GRADE

CONCEPT A: Understanding of mathematics helps people in their work.

1. Discuss their questions:
   a. Does your mother need to use numbers when she cooks?
   b. How does your father use numbers in his work?
   c. What other workers do you know about who use numbers in their work?
2. Find pictures in magazines of people who use numbers in their work. Mount on paper and write children's comments as to how a person in a given job would use numbers in his work. This activity can be made into a class book or placed on a bulletin board.
3. Have individual children identify an occupation and tell how a person in this line of work would use numbers. Encourage the use of complete sentences in talking.
4. Compare ways numbers are used in various types of work by role-playing. Set up the following hypothetical situation: Mr. Brown is a carpenter who is building a hour for Mr and Mrs. Green who have four children. Mrs. Green is a clerk in clothing store and Mr. Green is a milkman. Encourage children to bring out how all three people use numbers and how they are used in different ways.

CONCEPT B: Money is the chief form of barter in our society.

1. Role-playing--Grocery clerk and customer who buys bread and meat. Customer brings meat back to store because it is not what her family likes. Stress money changing hands throughout.

   NOTE: It will be most helpful here to refer to OUR WORKING WORLD, FAMILIES AT WORK, Resource Unit, Lesson 15, pp. 110-117, SRA

2. Clarify the idiom "making money." Only the government can make or print money. Anyone else who tries to make money is sent to jail. Our fathers earn money (called income) as a reward for their work.
3. Use newspaper ads to develop idea that different things would cost different amounts. Bring out who might sell these items and who might buy them.
4. Set up "grocery store" with empty food boxes and cans. Have "clerks" affix prices on goods and play store letting children make change.

CONCEPT A: Many jobs are related to mathematics.

1. The teacher may ask the students to imagine what our world would be like without numbers. She may ask these questions:
   a. How could we tell how far it is to a neighboring city or twon?
   b. How could we tell if it is dinner time?
   c. How would we know how old we are?
   The teacher may suggest that an understanding of mathematics helps everyone, including workers.
2. The children may conduct a survey of workers with whom they are familiar to discover how mathematics helps them in their work. The class may compile the results of their survey and arrive at some conclusions regarding the need for mathematics among workers. A bar graph can be developed as a class project. The teacher may point out that mathematics is used even in this activity.

   Sample questionnaire
   1. Occupation_____
   2. Do you use numbers in your work _____Yes _____ No
   3. How do numbers help you in your work?_____
   4. Could you do your work without numbers?
      _____ Yes _____ No

3. The class may visit a bank to find out some of the occupations associated with the handling of money.
4. The class may develop a bulletin board around the theme, "Occupations Related to Mathematics."

CONCEPT B: To understand how numbers are used in several jobs.

1. Each child is able to work with a unit of measure related to a particular job.
2. Invite a carpet layer to the classroom and have him explain how numbers are used in his job.
3. Have the children determine how much carpet they would need for their room.
4. Make a carpet out of cardboard for one section of the room. Let the children measure and determine the correct size.
5. Construct a cardboard house for the classroom--have the children measure walls, windows and door sizes.

CONCEPT A: Observation of people at work helps improve knowledge about careers.

CONCEPT B: In many careers, cooperation among workers is essential.

1. The teacher may present the following problem to the class. A tree 20 feet tall is growing beside a road 30 feet wide. A storm blows the tree down. It falls into the street. How much of the stree will be clear? The class may discuss possible solutions to the problem and arrive at an answer.
2. The teacher will want to relate the importance of careful observation to careers in general, and particularly to careers associated with mathematics.
3. The class may discuss the importance of careful observation to mathematics. Each student may select one of the math related careers, find out all they can about that occupation and discover whether or not the ability to observe carefully is important to that occupation.
   NOTE: The SRA "Widening Occupational Roles Kit" would be good to use here. Write for: Mathematics and Your Career, U.S. Department of Labor, Washington, DC 20212
4. The teacher may point out that skill in observing is helpful to everyone, even young people like themselves, in finding out all they can about the world of work. At this point the teacher may also review the concept, "In many careers cooperation among workers is essential," which the students have studied in previous grades. The teacher will want to ask the following questions:
   a. Can you see cooperation?
   b. Can you observe evidence of cooperation among workers?
   c. Why could it be important for a person to be a good observer in order to find cooperation or lack of cooperation in careers.
5. The class may visit a bookkeeper and surveyor to carefully observe the work involved in their occupations.
6. After the class returns to the classroom, they will want to point out things they saw as a result of their observations--work conditions, duties, etc. Through class discussion the class can reflect on incidents showing need for cooperation and instances which indicated cooperation was not necessary to the particular occupations under discussion.
7. The class may conduct a survey of workers in the community. If each child interview four workers, the class will have enough data to develop a graph from which to draw conclusions. The teacher will want to encourage the students to interview a cross-section of workers in order that a good sampling of the community can be obtained.
   NOTE: This activity presents an excellent opportunity to introduce new words to the vocabularies of potential mathematicians.

Title of Community-based Practice Portable Telelecture Unit

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) Elementary - Secondary

Description of the practice

A telelecture is a telephone conversation heard by a group of people through a special amplifying unit. Individuals can ask their own questions through a microphone that comes with the unit. The person(s) being interviewed uses his/her own telephone and is able to hear plainly any questions directed through the microphone.

Sample Objective(s)

To enable students to reach selected career education goals in three theme areas - self, work setting, and involvement - by finding answers to questions representing the selected goals.

Planning Checklist

HOW DOES ONE USE THIS MARVELOUS INVENTION?

1. Decide who you would like to talk with and complete a Resource Request Form.
2. Your principal signs the form.
3. With your students, write questions you will be asking speaker.
4. Forward your questions to speaker so that he/she may be prepared.
5. Make arrangements with speaker on date and time to call.
6. Request delivery of the telelecture unit a day in advance.
7. With your students, do the PRE ACTIVITIES that are appropriate for your topic and level.
8. Just before the telelecture, do the following

ARRANGE the room for either a panel discussion format or for ease in passing the microphone if the group is larger.

REMIND students of the following points:

a. to greet the speaker with their names before asking the questions
b. to ask each question in a short and simple fashion;
c. to speak in a normal voice, keeping the mike about 12" away from the mouth;
d. to thank the speaker for the answer;
e. to pass the mike on to the next person; and
f. to minimize classroom noises.

ENCOURAGE students to listen carefully to questions and responses so that identical or similar questions are not asked.

SUGGEST that students might want to ask for further detail or clarification on an answer if not enough information was given the first time.

EMPHASIZE that the telelecture is like an appointment with this person, but we are not able to go there and he or she is not able to come here. There is a time factor to consider and students should be aware of the limitations and make the best use of time.

APPOINT a time-keeper, if this is appropriate for your situation. He or she can indicate when there are 10 minutes left, 5 minutes, etc.

Resources Needed

"The Telelecture: An Educator's Guide "
Telelecture A/V unit
Motivated teachers and students
Willing and knowledgeable resource person
If possible, a staff to make arrangements for equipment and speaker.

Procedures for Gaining Support of the Practice

Adequate preparation of students - manual contains suggested activities
Effective followup with students - manual contains suggested activities
Thorough planning - seating, timing, questions, etc.

Possible Barriers to Implementation

No special outlet for use of the telelecture unit
Poor preparation and followup
Philosophy in conflict with career education's use of outside resource persons
Costs involved in long distance calls
Staff assistance e.g. career education staff a possible barrier

Management Considerations

BRAINSTORM questions with students for the interview, and involve them in selection of the best ones for the focus your class is taking. (Send these to the CRS 2 weeks in advance so that they can be forwarded to the speaker.)

GATHER and have on display, prior to and during the interview, a number of visuals or manipulatives relating to the speaker and his or her job. Such items as uniforms, special attire, pictures, graphs, charts, models, and tools might be helpful.

SHOW films, filmstrips, or slide/tape programs on this or related topics.

SPECULATE as a class - or in small groups - on answers the resource person may have to your questions. Record and compare after the interview.

REHEARSE the telelecture by interviewing other students or parents who sit behind a screen. This is good practice for telephone etiquette also!

DISCUSS such concepts as decision-making, lifestyle, competition and cooperation, problem-solving, reasons for working, responsibility, autonomy vs. supervision on a job, and creativity and personal values as they may relate to the speaker's occupation.

DESIGN a bulletin board to illustrate the topic that the resource person is addressing. It can be general or specifically aimed at the accomplishment of a given goal.

INVOLVE students in a research project about the speaker and his/her occupation or related occupations.

ENCOURAGE exploration of a reading center you have set up in the room with books and brochures from the school or public library or the speaker's firm.

Evaluation Procedures

Objective evaluation by teachers

Other Pertinent Information/Comments (such as possible variations)

See suggested activities for preparation and followup (enclosed).

Source(s) of this practice

Name Maxine E. Carrier, Community Resource Coordinator

School/College/Other organization Mesa Public Schools

Address 549 North Stapley Drive

Mesa, AZ 85203

Telephone 602 (area) 964-6116 (number)

* ACTIVITIES THAT CAN BE DONE IN SUMMARY OF THIS EXPERIENCE

DIVIDE your class into small teams and have each try to come up with the longest list of desirable aspects of the speaker's job. Then, as a whole group, discuss the aspects listed to see if everyone agrees that they are desirable.

CONDUCT a class discussion on how the comments, facts, and opinions given by the speaker relate to the students individually.

WRITE, as a class or small group project, a news article on the event. Distribute it around the school. Send to local newspapers.

RATE various aspects of the job and lifestyle characteristics and add up the ratings. Give the job a "score."

RELATE, in class discussion, what they felt was the one most significant or interesting fact that the speaker shared with them.

DESIGN a true-false quiz on comments made.

ASSIGN a short story on "What It Would Be Like To Be a _____ For a Day."

CREATE a collage from pictures representing various facts and opinions given by the speaker. Sharing group collages serves as a good summary and interpretations of ideas can be discussed.

COMPARE what the speaker said with speculations made about responses before the interview. (See Pre Activities)

ENCOURAGE students to contribute pictures representing facts or opinions the speaker expressed for a bulletin board display about the speaker's life-style, reasons for working or attitudes toward success.

* ACTIVITIES THAT CAN BE DONE IN PREPARATION FOR THE TELELECTURE EXPERIENCE

BRAINSTORM questions with students for the interview, and involve them in selection of the best ones for the focus your class is taking. (Send these to the CRS 2 weeks in advance so that they can be forwarded to the speaker.)

GATHER and have on display, prior to and during the interview, a number of visuals or manipulatives relating to the speaker and his or her job. Such items as uniforms, special attire, pictures, graphs, charts, models, and tools might be helpful.

SHOW films, filmstrips, or slide/tape programs on this or related topics.

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DISCUSS such concepts as decision-making, lifestyle, competition and cooperation, problem-solving, reasons for working, responsibility, autonomy vs. supervision on a job, and creativity and personal values as they may relate to the speaker's occupation.

DESIGN a bulletin board to illustrate the topic that the resource person is addressing. It can be general or specifically aimed at the accomplishment of a given goal.

INVOLVE students in a research project about the speaker and his/her occupation or related occupations.

ENCOURAGE exploration of a reading center you have set up in the room with books and brochures from the school or public library or the speaker's firm.

Title of Community-based Practice: Home-based Career Guidance -- "Career Education and Your Child: A Guide for Parents"

Suggested levels for use: Elementary and junior high/middle school

Description of the practice:

This is a collection of career education/guidance activities suggested for use by parents desiring to make an impact upon their children's career development. The suggestions are comprehensive, varied, and practical -- something for use in every family. The activities are organized into eight groupings: self awareness, career awareness, educational awareness, decision making, attitudes and appreciations, economic awareness, employability skills, and beginning competency and skill awareness.

Sample objective:

To provide parents with a variety of activities, validated by parents with children at three levels: primary, intermediate, and middle/junior high school

Planning Checklist:

Varies according to activity. Most activities require a minimum of planning.

Resources Needed:

Varies. Human resources are needed primarily.

Procedures for Gaining Support of the Practice:

Variable. Activities may be chosen within each of the eight areas which seem achievable in terms of time, resources, and interest to parent and child.

Possible Barriers to Implementation:

Feeling that there is so much suggested that no one can do it and, therefore, there is no use to try

Approach taken by some educators and others presenting the material, e. g. failing to try the suggestions a few at a time.

Management Consideration:

Requires only parent and child management of their own time.

Evaluation Procedures Recommended:

It is recommended that parent, child, and teacher or counselor discuss the effect (s) of each activity after it is conducted.

Other Information:

Each chapter may be used as a discussion topic for parent workshops, educator inservice sessions or for other types of activities.

One or two suggestions may be sent home with children or distributed at PTA meetings. Many other suggestions for use are listed inside the booklet cover.

A sample page is included.

The manual may be obtained on microfiche as follows:

ERIC Documents Reproduction Service
P. O. Box 190
Arlington, VA 22210

ED 130057 (CE 008318
$ 0.83 plus postage

Source of this Practice:

Dale H. Melton
Manatee Junior College
P. O. Box 1849
Bradenton, FL 33506
813 - 755 - 1511

Title of Community-based Practice: Project OUTREACH

Suggested level for use: Any level but primarily secondary & post-secondary

Description of the practice:

A specific career field is decided upon and two alumni selected to address that field on such topics as preparation for work, background, job description, actual duties, salary, pluses and minuses. Audience is kept small to insure participation and personal attention (20-30 people) and held in an informal setting - dorm lounge. Each presenter has 10 minutes; remainder of time spent on questions and discussion. The program may be video taped for reuse by groups or individuals at the Career Planning & Placement Center. Some 10 such programs are held per academic year.

Sample Objective:

To present to an audience, the aspects of working for a newspaper in the positions of editor and reporter, including program of study, experience needed/helpful, job description, daily work, how to obtain such work and where

Planning Checklist:

a) topic and appropriate speakers (2)
b) lounge or room for event
c) audio/visual needs of speakers
d) publicity to attract audience
e) video taping equipment and operator, if desired

Procedures for Gaining Support of the Practice:

Well publicized; if in school, use teachers to announce. After event press coverage. Canvas potential audience to solicit their needs and wants.

Possible Barrier to Implementation:

Over-use of same speakers

Management Considerations:

One person can manage and moderate the sessions. Speakers should be verbally invited then sent written confirmation with details. Be sure speakers understand what areas are to be covered and not give an "I-was-born-in-a-house-my-father-built" speech.

Evaluation Procedures Recommended:

Distribute questionnaire for audience and speakers to complete. Also, interview attendees as they leave session.

Other Pertinent Information:

Use combinations of men and women as presenters. May conduct such sessions in the area of career/job changes.

Source of this practice:

D. Michael Ryan
Boston College
Boston College Alumni Association
74 Commonwealth Avenue
Chestnut Hill, MA 02167

(617) 283-1574

Title of Community-based Practice: Career Education Corners

Suggested level for use: Elementary Schools, Middle School, High School

Description of the Practice:

This practice is designed to make career-related materials more accessible to students. It involves monthly emphasis in a classroom corner or a designated area of the library. Various responsibilities, such as changing bulletin boards and getting appropriate speakers, are rotated among faculty members.

Sample Objectives:

- To make career education materials easily accessible to students and teachers
- To highlight these materials and put them in a convenient location

Planning Checklist:

- Set up Princeton files for the fifteen clusters to house updated information on careers, colleges, etc.
- Gather all materials into central location. Mark your resource catalog file with colored cards to show that these materials belong in the Career Ed Corner. Put same colored dots on books for reshelving ease.

Resources Needed:

Space in the library, comfortable furniture, shelving, staff who are familiar with the materials and their uses

Procedures for Gaining Support of the Practice:

- Hold inservice with library staff on how to use materials and to review questions that students and teachers will ask.
- Hold department or grade level meetings with teachers to explain materials and how to use the Corner.
- Have teachers or career personnel speak with students in classroom situation on materials available and how to use them.

Possible Barriers to Implementation:

Might prefer to have a self-contained "Career Guidance Center" in the High School in particular with a full-time paraprofessional to assist students and teachers with more advanced and in depth questions.

Management Consideration:

Staff has to know how to use materials and feel comfortable with the available information. Someone must take the responsibility to change bulletin boards (career of the month, etc.) and purchase up-to-date materials.

Evaluation Procedures Recommended:

Assess: Student use, teacher use, accuracy of materials.

Other Pertinent Information:

Career Corner might include: films, cassettes, Occupational Brief Kits, microfiche and reader, Occupational View Deck, College catalogues, Brochures and materials organized by clusters, posters, time and place for resource speaker to talk with interested students on careers.

Source of this practice:

Ms. Barbara Jan Wilson, Project Administrator
South Burlington Career Education
500 Dorset Street
South Burlington, VT 05401

(802) 864-7389

II

Title of Community-based Practice: Early Bird Tutorial Program

Suggested level for use: Elementary

Description of this practice:

This is a one-to-one tutorial practice for students in math and science courses. The tutors are provided by the company.

Sample Objective: To tutor elementary school students in math and science

Planning Checklist

Approximately fifteen students per school year

Company location

Company volunteers -- one employee for each student

Meet once a week

Projects determined -- supervised for follow up

Resources Needed:

Business location

One-to-one volunteers

Hands-on equipment for demonstration

Procedures for Gaining Support of the Practice:

Coordinator to round up volunteers

Work with schools and parents.

Arrange for transportation.

Approvals needed from business managers.

Secure school's science department cooperation.

Possible Barriers to Implementation:

Business may not want on-site programs

Shortage of volunteers for one-to-one work

Transportation

Management Considerations:

Need to allow employees time to work on program -- recognition

Tie in with community relations projects

Evaluation Procedures Recommended:

Must work closely with heads of science and mathematics departments of schools.

Need school and parental support.

Other Pertinent Information:

Program publicity is needed to encourage parents, schools, and volunteers to make joint effort.

Evaluation must be made by schools, not by businesses.

Source of this practice:

E. J. Clark, Manager
General Electric Company
3135 Easton Turnpike
Fairfield, CT 06431
203 - 373 - 2211

II - 5

Title of Community-based Practice: Student Resources Used to Show Classes the Relationship between Hobbies and Occupations

Suggested levels for use: Elementary and Middle/Junior High School

Description of the practice:

Having identified leisure time activities of interest to students, parents, community resource people or students present information and/or demonstrate their hobby. Students become aware of occupations related to the various hobbies.

Sample Objectives:

Students will become aware of various leisure time activities.

Students will relate occupations to hobbies.

Planning Checklist:

Students identify leisure time activities of interest to them.

Locate students or community resource speakers to present and/or demonstrate hobby.

Prepare appropriate setting for presentation and inform teachers of students who will be attending presentation.

Allow time for preparation before students arrive.

Resources Needed:

Parents

Other Students

Business people in the community

Senior Citizens

Procedures for Gaining Support of the Practice:

A thorough explanation of the program is given to teachers and students.

Presentors are informed of activity objectives, age level, and number of students.

Pictures and slides are taken for purpose of publicity.

Possible Barriers to Implementation:

Interference with parts of the instructional program, such as students missing class

Coordination with other activities for use of building space

Management Considerations:

Communication with school staff regarding time, place, and students attending

Brief written evaluation sheet

Evaluation Procedures:

Students share with other classmates what they have learned.

Other Pertinent Information:

Shorter presentations may be done during library check-out time.

Books from the library can be related to the hobby or occupation described.

Source of this practice:

Name Martha Nelson, Coordinator, Career Education

School/College/Other Organization Stow City Schools

Address 3732 Darrow Road

Stow, Ohio 44224

Telephone 216 - 688 - 2655

II 12

Title of Community-based Practice: Community Mentors

Suggested level for use: Elementary (1 - 6)

Description of the practice:

Volunteers are paired on a one-to-one basis with selected students based on both the student's special interest (s) and on the skill (job, hobby, or interest area) of the mentor. The community volunteer agrees to work one-half hour for each of two days per week.

Goal and Objectives:

Goal -- To provide students with an opportunity to expand their knowledge beyond the scope of the regular curriculum

Objectives -- Selected students will, because of participation in this program:

1. Be able to relate specific areas of knowledge to the "outside world;"

2. Gain additional competence in specified areas of knowledge;

3. Be able to identify careers available in areas of interest;

4. Exhibit increased enthusiasm for school.

Planning Checklist:

1. Establish criteria for selecting elementary school students to participate in the program. Suggested criteria might include: identified gifted students, non-motivated students, students with special talents or interest.

2. Identify sources of "mentors" from the community. Following are some suggested sources for finding community members to participate:

   Parent Teacher Association, Chambers of Commerce, community organizations, such as Jaycees, Rotary, Business and Professional Women's Organization.

   Other techniques for eliciting community participation might be to send letters to parents of all students in the school or to search through the school records to find parents who have an interest, skill, or a job in a selected area.

Community Mentor Program Continued

3. Select students to participate according to criteria. It is suggested that a relatively small number of students be selected for the first program (perhaps 10).

4. Identify areas of interest, skill or ability of each of the selected students. This process could be done based on achievement or interest tests, recommendations of teachers, or personal conference with the student.

5. Identify a job, hobby, or other characteristics represented in the "outside" community that corresponds to each student's identified area of interest, skill or ability.

6. Identify an individual community member to match with each student.

7. Send initial letter or communication to each identified parent explaining the program and asking for their participation.

8. A personal phone call to follow up the letter to answer any questions is recommended.

9. Arrange first meeting between the community mentor, the teacher, the principal and the student. The purposes of this initial meeting are: for all participants to become acquainted; to identify specific topics and areas of interest for the student and mentor to work on, and to establish a schedule of visits.

Resources Needed:

Community volunteers

Materials and supplies (forms, letters) -- provided by school, when possible, but many times a mentor will bring special materials.

Procedures for Gaining Support of the Practice:

Begin small and grow, building upon successes

Publicize the successes of the student-mentor pairs with organizations and parents, as well as with teachers.

Seek assistance from teachers to identify students who could benefit from this approach to learning.

Community Mentor Program Continued

Possible Barriers to Implementation:

Beginning on too large a scale

Little attention given to proper matching of student and mentor

Lack of publicity and recruitment efforts

Management Considerations:

Monitor program by making regular contacts with the student's teacher and mentor to insure an operational schedule and to continue a high level of sctivity and interest.

Evaluate the program by means outlined below.

Assure that planning steps as outlined are followed.

Evaluation Procedures Recommended:

Student Reaction (See form)

Mentor Reaction "

Teacher Evaluation "

Achievement tests can be used to measure a student's gain in specific areas of knowledge.

Other Pertinent Information:

Parent volunteer form is included.

Source of this practice:

Name Bernard Novick, Associate Director

School/College/Other Organization: Career Planning and Continuing Education, Woodbridge Township School District

Address P. O. Box 428
Woodbridge, NJ 07095

Telephone 201 - 636 - 0400

Teacher Evaluation Form

NAME OF STUDENT_____

NAME OF MENTOR_____

NAME OF TEACHER_____

	Yes	Somewhat	No
Did the mentor keep a regular schedule	___	_____	___
Did the students evidence enthusiasm toward the mentor program?	___	_____	___
Did the student gain additional skills from the program?	___	_____	___

Briefly describe:

Comments or suggestions:

Mentor Reaction Form .

Name of Mentor_____

Name of Student_____

Number of times with student_____

Do you feel the program was valuable to student?_____

How/Why?

Do you feel the program was valuable to you?_____

How/Why?

Would you be interested in being a "mentor" again?_____

COMMENTS OR SUGGESTIONS:

Please return this form in the enclosed envelope.

THANK YOU!

Student Reaction Form

Student Name_____

Mentor Name_____

Describe some of the things you did with your mentor:

Would you like to do this again? Why?

Parent Volunteer Form

Name _____

Address _____

Phone Number _____ Zip Code _____

Occupation(s) (Inside or outside of the home) _____

_____

Please list other interests or skills you might possess: (Example: drawing, theatre arts, carpentery, care of animals, care of plants, etc.)

_____

_____

_____

Would you be able to devote approximately 1/2 hour a day, two days a week to work with a student? Yes_____ No_____

Times I could be available:

FROM _____ TO _____

DAYS _____

(If working outside of the home during the day, please indicate those times you might be freed from your work responsibilities to participate in the program.) _____

Please call me with more information about the program._____

Title of Community-based Practice: Extended Lunch-Hour Career Tutoring

Suggested level(s) for use (elementary, secondary, postsecondary) Elementary/Junior High

Description of the practice:

An extended lunch period is provided for selected elementary employees to work on a one-to-one and/or small group basis with school age children. The activity focuses on sharing of learning experiences as they relate to the employee's job and the student's career interests. Emphasis is further placed on the relationship of school and work.

Sample Objective(s)

Expose students to actual work environment and through that motivate them to continue their education.

Planning Checklist

Resources Needed

Very little beyond materials readily available as part of the working environment which the students visit with their tutors.

Procedures for Gaining Support of the Practice

Work closely with the Richmond (California) Unified School District to develop program to fit needs of participants.

Possible Barriers to implementation

Mismatch of tutor and studnet. Selection of student participant who is not interested.

Management Considerations

Evaluation Procedures Recommended

On an annual basis, coordinate with participating schools, obtaining input from teachers and students. Also, tutors are invited to evaluate program.

Other Pertinent Information or Comments (such as possible variations)

Other companies participating in the TRY Program:

Chevron U.S.A. Inc.
Richmond Refinery
821 Standard AVenue (P.O. Box 1872)
Richmond, California 94802

Chevron Chemical Company
Ortho Division
940 Hensley Avenue
Richmond, California 94804

Stauffer Chemical Company
1200 South 47th Street
Richmond, California 94804

Source(s) of this practice:

Name D. H. Etzler, General Manager, Research Services Dept.

School/College/Other organization Chevron Research Company

Address P. O. Box 1627

Richmond, CA 94802

Telephone 415 (area) 237-4411 (number)

Title of Community-based Practice: Senior Citizen Volunteer Program

Suggested levels for use: Elementary and Secondary

Description of the Practice:

Within an extensive volunteer program at the K-12 St. Paul Open School, special emphasis is placed on recruiting older citizens whose volunteer hours make a significant contribution to the school. They bridge the generation gap and are patient listeners from the small child who needs to read aloud to the adolescent who can explore his/her inquisitive ideas. The seniors teach domestic skills, cultural insights, technical and scientific courses as well as giving students an intimate view of recent history. In several cases, senior volunteers have given young people their only first-hand experience with the reality of death.

Sample Objectives:

To make use of the rich volunteer resource available from older people who can share with students their life developed skills and professional knowledge.

To give young people pleasant experiences with older people of different races and cultures.

To make young people more familiar and comfortable with older people.

Planning Checklist:

- Coordinator of volunteers
- Transportation arrangements
- Provision for lunches
- Lounge for seniors to exchange information on students and to tutor uninterruptedly when needed

Resources Needed:

- Contact with senior citizen advocacy groups and agencies, civic and religious, to assist in recruiting.
- Funds for above listed needs.

Procedures for Gaining Support of the Practice:

- Need commitment of administration.
- Need to inform and train staff for best utilization.

Possible Barriers to Implementation:

- Lack of understanding of needs and concerns of senior citizens.
- Adequate space and time.

Management Considerations:

- Careful records and follow-up procedures required.
- Staff support needs to be developed.
- Responsibility for organization of program needs to be clearly delineated.

Evaluation Procedures Recommended:

- Questionnaire to ascertain student change in attitudinal measure regarding older people
- Documentation of hours given.

Source of this Practice:

Augusta Strowder
St. Paul Open School
1023 Osceola Avenue
St. Paul, Minnesota 55105

(612) 297-8531

Title of Community-based Practice Officer Friendly Program

Suggested level(s) for use Primary, Grades Kindergarten through Three

Description of the Practice

Arizona students in kindergarten through third grades of selected schools participate in this practice designed to teach a realistic understanding of police work and services and a positive attitude toward law enforcement personnel, among other things. In addition to the volunteer officers who serve as resources, printed and audio visual preparatory materials are provided for both the officers and the students.

Sample Objective(s)

1. To provide children with opportunity to develop understanding of their rights, responsibilities, and obligations as community members.
2. To provide a realistic understanding of police work and the services police perform.
3. To help establish rapport between elementary children and the uniformed officer.
4. To create positive attitude in children toward their own welfare and the welfare of others.

Planning Checklist

1. See program assistance and models from Sears Foundation, originators.
2. Form committee of diverse representatives including school officials, police officials, and others to review available Officer Friendly curriculum and change it to suit local needs and concerns.
3. Print student booklets and Teacher Guides.
4. Train police presentors.
5. Inservice and enlist teacher participation.
6. Distribute materials.
7. Use with students.
8. Schedule Officer Friendly presentation.
9. Complete booklets.
10. Award participation certificates to students if desired.
11. Have students take books home to review with family.
12. Honor and debrief teachers and police officers for program improvement.

Resources Needed

Cost of printing and/or duplicating student materials.
Supervision to facilitate implementation.

Procedures for Gaining Support of the Practice

Program was initially introduced to selected school districts and to the Phoenix Police Department by the Arizona Department of Education Director of Social Studies and Safety Programs. Use of data on results of use of similar programs and felt needs of teachers to teach respect for law and law officers sold the idea.

Possible Barriers to Implementation

Although some financial help might be procured by Sears Foundation, program must be continued with local funds. The expendable student booklets are an important part of the learning process. In good commercial format they cost much to provide. They may be printed inexpensively by schools with the capability, funded through grants from Police Department, city, county, or business donations. Police Department must find enthusiastic participants to make presentations to students. Students and teachers must know that police on duty may have to break appointments because of more pressing duties.

Management Considerations

Scheduling of police officers for classroom presentation needs competent overseer. Use of a District Office Coordinator as liaison with Police and teachers helps. A volunteer school site coordinator facilitates materials distribution and planned scheduling of presentations to eliminate waste of time and travel for police officers.

Evaluation Procedures Recommended

1. Teacher perception of program.
2. Student pre-post test of information and attitudes.
3. Police officers' poll before and after implementation to determine comparative frequency of positive reaction with children and cooperativeness of local families.

Other Pertinent Information or Comments

We feel the Officer Friendly Program has developed positive attitudes toward the police office on the "beat", and has developed a greater awareness in children of their responsibilities. Teachers request the material and request the presentations year after year.

Source of this practice

Name Shirley Iaquinto, Director

School/College/Other organization Career Education Project

Roosevelt School District No. 66

Address 6000 South Seventh Street

Phoenix, AZ 85040

Telephone 257-3947 or 257-3948

Title of Community-based Practice Career Clue In Workshop

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) Elementary - High School

Description of the practice

Sponsored by the cooperative extension service, this is a three-day summer workshop for 4-H girls. Small groups visit women at their place of work, followed by a time of sharing and a message from the job employment services.

Sample Objective(s)

1. To form lasting friendships with other 4-H'ers from throughout the state.
2. To help members better understand themselves.
3. To gain a better understanding of career opportunities and how career choice relates to family and community life.
4. To promote a realistic preparation for the future educational and occupational development of each member.

Planning Checklist

1. Scheduling of visits
2. Arranging for transportation
3. Organization of participants
4. Preparation of agenda booklet for participants, resource people, and leaders
5. Arranging for meals and housing

Resources Needed

1. Financial
2. Resource sites/persons
3. Facilities, such as college dorm, for participants to stay if from out of town
4. Staff time for planning, organizing, and implementing the activities
5. Busses or other means of transportation

Procedures for Gaining Support of the Practice

1. Clear definition of purpose and statement of objectives.
2. Reports either in person or in writing by individuals (students or leaders) previously involved in similar successful activities.

Possible Barriers to Implementation

1. Last minute planning and implementation
2. Insufficient funding
3. Poorly implemented activities in previous years
4. Failure to publicize event properly and gain support by persons who can influence and recruit participants.

Management Considerations

1. Adequate planning and coordination of the activity for the three-day period.
2. Staffing required for tours, activities, transportation and other functions.
3. Insurance and/or waivers.
4. Commitment by resource personnel.
5. Contingency planning e.g.,for substitutes, changes in weather, etc.

Evaluation Procedures

1. Subjective comments from resource persons
2. Form with comments from participants
3. Feedback in terms of suggestions for improvements from staff.

Other Pertinent Information/Comments (such as possible variations)*

1. Hold local area workshops to reduce costs involved with housing, transportation to city having workshop, etc.
2. Include boys and girls.
3. Narrow scope of workshops according to participants' interests.

Source(s) of this practice

Name Ms. Sharon Anderson, 4-H Youth Specialist

School/College/Other organization North Dakota State University of Agriculture and Applied Science

Address United States Department of Agriculture

Fargo, North Dakota 58102

Telephone _____
(area) (number)

Title of Community-based practice: Day of Discovery

Suggested levels for use: Upper elementary and middle/ junior high school

Description of the practice:

Fifth and sixth grade students in a school diatrict visit a nearby state university as an enrichment activity. Two major purposes of the activity are: learning that the university can serve those planning for careers requiring four or more years of education and understanding the variety and number of job opportunities available at a university.

Sample Objectives:

To make fifth and sixth grade students aware that there are many different kinds of people and jobs needed to keep a university operating efficiently (maintenance, office, educational staff, etc.)

To make students aware of the kinds of things they can learn from a university and what types of careers they can be prepared for in various departments

Planning Checklist:

Set up a schedule of classes by contacting the appropriate people at the university. The first contact should be with some administrative official who will endorse what you are planning. Make arrangements with the individuals who will be responsible for making the presentations to the students. Develop a schedule for the stu-

dents with choices for each period. Inform parents.

Resources Needed:

A university

University personnel

Enrollment cards from the university

Schedule for each student

Speaker from the university to come to the school to tell students about the campus

Procedures for Gaining Support of the Practice:

Contact the administration of the university to inform them of the purpose of the activity.

Contact the local newspaper and TV stations concerning coverage of the activity.

Request a university administration representative to welcome the students on the day of the activity.

Possible Barriers to Implementation:

Not living in a university town or near one

Elementary teachers who are not willing to work together

Parents who might question the educational benefits of such a day

Management Consideration:

It works best if one person can be responsible for organizing and implementing the activity. It is much easier to keep track of all the details that need to be handled.

Other Pertinent Information:

Included are a schedule for Day of Discovery and a list of suggestions for the university resource persons.

Source of this practice:

David Huffman, Assistant Superintendent

Board of Education

Unified School District No. 250

510 Deil

P. O. box 298

Pittsburg, Kansas 66762

231 - 3100

SCHEDULE OF CLASSES FOR THE DAY OF DISCOVERY

Course Title	Time
Tour of the Vocational Technical School	9:15
Mammals	9:15
Tour of the Food Services	9:15
Say, "Si, Si." Say, See, Know (En Espanol)	9:15
Tour of the Vocational Technical School (Cont.)	10:15
Human Bilogy and Health Careers	10:15
Tour of the Physical Plant	10:15
"You Are What You Eat"	10:15
SPECIAL FEATURE: Visiting the Planetarium	11:15
Fun and Games in Industrial Arts	12:45
Chemical Magic Show	12:45
Basic Knowledge of the Computer	12:45
Calculator Mathematics	1:45
Exploring the Nursing Department	1:45
Energy for the Future	1:45
The PSU Printing Department in Action	1:45

SUGGESTIONS FOR

RESOURCE PERSONS

1. Tell your name and what your career is.
2. Tell how you think the college helps the community.
3. Tell the importance of your occupation and its relation to the community.
4. Explain the type of preparation needed for your occupation or an occupation related to your field.
5. As much as possible involve the group in class participation.
6. Relate your occupation to academic skills. (example: a bookkeeper needs to have a great deal of knowledge of math)
7. Always allow time for questions during the presentation.
8. Where applicable, wear clothes and use tools that are unique to your career, use visual aids, demonstrations, slides, films, posters, handouts, etc.
9. Relate interesting, humorous or unusual experiences pertaining to your job.

DAY OF DISCOVERY

Schedule

8:30	Leave school by bus
8:45 - 9:00	Welcome by Dr. Jim Gilbert, Academic Vice-President
9:15 -10:00	First Class Sessions
10:15-11:00	Second Class Sessions
11:15	Special Feature: Visit the Planetarium
12:00-12:30	Lunch at the College Lake (if the weather permits). If the weather is bad, we will eat in the Student Union
12:45- 1:30	Third Class Sessions
1:45 - 2:30	Fourth Class Sessions
2:30	Return to school by bus

Title of Community-based Practice: Super Summer

Suggested levels for use: Grades 2 - 12

Description of the Practice:

This is a two-week summer exploration program for gifted students in elementary through high school levels. By means of this Florida practice, students visit local career-related sites, such as planetariums and archaeological digs.

Sample Objective:

To expose students to areas of intellectual interests not available to them during their school year or in their public school curriculum

Rsources Needed:

Teachers familiar with gifted students ability to learn. Field trip schedules and facilities available, i.e., Space Center, Planetarium, archeological digs, etc.

Procedures for Gaining Support of the Practice:

Planning Committee composed of faculty/counselors from schools of students involved. Newspaper news releases.

Possible Barriers to Implementation:

Limitation of space facilities to accommodate all students who wish to attend.

Other Pertinent Information or Comments (such as possible variations):

This program requires, to be successful, considerable original course content. Program needs to be kept informal, unstructured and fast moving to stay just even with the active minds that are enrolled. This is an educational program for gifted youngsters who have extremely wide ranges of interest and great capabilities.

Source of this Practice:

Dr. Roger Mansfield, Continuing Education Director
Brevard Community College
800 Lane Avenue
Titusville, FL 32780

(305) 269-5664

IV 23

Title of Community-based Practice: Vehicle Days

Suggested level(s) for use (elementary, secondary, postsecondary) _____

Description of the practice:

This is an elementary level career education practice in which various types of vehicles are brought to the school. Each driver explains how and why his/her vehicle is used and the jobs connected with it. A follow up is often arranged for the students to visit the business itself for more career-related inforamtion.

Sample Objective(s)

Vehicles are placed on display and vehicle operators explain how and why the vehicles are used and jobs connected with them.

Planning Checklist

See attached sheet for checklist.

Resources Needed

Various vehicles/aircraft or other modes of transportation that involve careers/occupations.

Procedures for Gaining Support of the Practice

WACOP Community Advisory Committee and personnel that operates the community resource service.

Possible Barriers to Implementation

Vehicles that are to be used are cancelled the day of the career day.

Management Considrations

Schools need a very active committee and the entire school faculty needs to be involved in a vehicle career day.

Evaluation Procedures Recommended

Recommended from teachers and vehicles operators

Other Pertinent Information or Comments (such as possible variations)

Source(s) of this practice:

Name John Glur, Project Director

School/College/Other organization _____

Westside Area Career Occupations Project

Address 6836 N, 58th Dr., Glendale, Arizona 85301

Telephone 602 (area) 931-2424 (number)

SO YOUR'RE GOING TO HAVE A VEHICLE DAY?

Things to be decided:

DATE:_____

TIME:_____

NUMBER AND TYPES OF VEHICLES:_____

_____

WHO WILL BE RESPONSIBLE TO PROVIDE REFRESHMENTS TO THE DRIVERS?_____

_____

WILL THE DRIVERS BE INVITED TO LUNCH?_____

_____

Is that all?

How about using your Vehicle Day as a "vehicle" for experiences in reading and writing, science, art, language, social studies, creative dramatics and math?

For example:

Check out books from your library on transportation. Children can read to themselves or to one another.

Have children write thank-you letters to participants.

Children can draw one or more vehicles and later translate them into another medium such as painting, paper collage or clay.

Children can dictate or write stories (real or imaginative) about the vehicles and their drivers.

Help children pursue one or more ideas represented--perhaps how the paramedic uses science in his job.

Provide a box of hats or gloves for creative dramatics.

Children can make puppets of various occupations related to the vehicles and tape record scripts to accompany their actions.

Provide materials for children to make vehicles (wood scraps, construction paper, small boxes). They can build a road from blocks or painted on paper and also add houses and buildings.

Devise math activities: Count the wheels on each vehicle.
Find out how many gallons each gas tank holds.
Compare price to size of each vehicle.

What can parents do?

Make related games.

Make bulletin board displays.

Cut out letters: VEHICLE DAY, TRANSPORTATION.

Prepare materials for puppets and other art activities.

Help with refreshments.

Accompany children to stimulate questions and point out learning possibilities.

Bring younger children to participate in Vehicle Day.

Suggestions for media (primary, unless indicated):

Transportation Kt 761 (truck, train, airplane) (grades 4-6)
Ready-Set-Go Kt 779 (racing cars, skateboard, model airplanes)
Classification Cards M 181 (horse, car, bus, train)
Benjamin Beadstringer (inventon of wheel, self-awareness) Kt 656 (4-5)
Curriculum Unit Grade 3 W 25 (auto, train, roads)
People Behind the Scenes at School @ 6 (truckers)
Transportation Kt 670
Classification Cards M 181 (boat)
Oceanography Game M 65 (intermediate grades)
Beginning Concepts Kt 730 (jet pilot)
How the Jet Engine Works FS 91 (grades 6-8)
Means of Transportation M 147 (lap flash cards)
Transportation Game M6 (grades 4-6)
Workers We Know Kt 316
I Want to be Series Bk 272
Dune Buggies Kt 681 (grades 4-9)
Motorcycles Kt 682 (grades 5-9)
Drag Racing Kt 769 (grades 5-8)
Jobs and the Community Kt 744 (sewage treatment)
Community Workers and Helpers Kt 793 (transportation workers)
Job Puzzles M 47 (community helpers)
Jobs and Services Kt 740
Public Service Kt 574
You and Your Community Kt 546
Fathers Work (service station, mover) FS 21
Truck Driver S 94
Living in the Community M 79
At the ...Series BK 270 (airport, railroad station)
Come to Work with Us... Series BK 269 (aerospace, airport)
Early Primary Reading Level Books BK 334 (sanitation man, police, a scientist at the fire station)

Title of Community-based Practice: Library/Learning Center Career Week

Suggested level(s) for use (elementary, secondary, postsecondary) _____

Description of the practice:

An Arizona library/learning center practice makes careers come alive during its special week consisting of a variety of activities. Among the activities are games, films, speakers, and work demonstrations.

Sample Objective(s)

1. Students will become aware of a wide variety of jobs.
2. Students will see the connection between their school subjects and work requirements
3. Students will understand the importance of planning ahead for their job future.

Planning Checklist

See enclosed

Resources Needed

See Enclosed

Procedures for Gaining Support of the Practice

Once the principal has given his approval of this approach, I conduct teacher inservice to inform them of variety of experiences available during the week. The teachers then have time to select the speaker, trips, media, etc. that best fit their needs. Informing teachers of successful career week activities is the key for gaining support!

Possible Barriers to Implementation

1. Lack of interest on part of administrators.
2. Not enough teacher support to make it a school wide event.
3. Inability to find person to coordinate activities.

Management Considerations

Careful scheduling of trips and guests is crucial. A lot of careful, well thought out organization makes the week run smoothly. The person coordinating the event must stay in building to handle last minute schedule changes.

Evaluation Procedures Recommended

Have students make suggestions for improving program. Get feed back from guest speakers and businesses conducting field trips.

Other Pertinent Information or Comments (such as possible variations)

As indicated by the various Career Week schedules included, this approach can be easily adapted for the need of the schools. I have been organizing Career Weeks for the past 4 years for 6 schools and each year there are new twists to this successful practice. The Career Week at Weitzel (see enclosed agenda) was by far the most fun and successful.

Source(s) of this practice:

Name Jenny Erwin, Career Coordinator

School/College/Other organization Flagstaff Public Schools

Address 701 N. Kendrick Street

Flagstaff, AZ 86001

Telephone 602 (area) 774-8726 (number) ext. 11

ORGANIZING & IMPLEMENTING CAREER WEEK

Career Week is an effective method of integrating career concepts into the total school program. It serves a two-fold purpose:

1. Career Week emphasizes the connection between classroom learning and skill application outside a school setting.

2. Career Week calls attention to the variety of career materials and resources both in the school and community.

There are several ingredients which are essential for a successful program:

1. Administrative support and approval.
2. Teacher and community participation.
3. A well organized format.

The following steps can serve as a guide in organizing and implementing an exciting, meaningful week:

Step 1: Get principals approval.
Step 2: Select area in school for Career Week and activities (usually the library).
Step 3: Meet with librarian, interested teacher and administrator to plan week's format and select a date.
Step 4: Organize activities.
- a. contact speaker who will visit school
- b. select films, books and other media for displays and interest centers
- c. arrange field trips
- d. select career dittos for each grade level

Step 5: Notify teachers and parents via letter as to dates and activities of Career Week.
Step 6. Contact news sources for publicity on activities.
Step 7. Begin Career Week - It is very important for the coordinator to remain in the school during this week to insure a smoothly run program.
Step 8. Write thank you letters to all participants and teachers.
Step 9. Ask for suggestions on improving the program.

CAREER WEEK ACTIVITIES AT WEITZEL

Thanks to your suggestions and enthusiasm, a great Career Week is planned for your school. Our format will be different this year as each day will have a special activity theme and events will be planned to coincide with the theme. I know many of you have parents visiting your classes this week and that other related activities are scheduled. Some of you have already completed career projects and others are scheduled for May. Thanks again for your support. Let's all enjoy the many educational opportunities planned.

Monday: Career Awareness Day

Explain to your students the purpose of this week and the various activities planned. Talk to them about skills they are learning in your class and how these skills are used in the working world. Encourage them to find out about their parents' work and why they chose their jobs. Select at least one career game or activity to do in your room this week. For ideas use Fun Things For Teaching In Career Education, Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education, Activity Idea Bank, Career Capers which will be available in the lounge all week.

Film Festival in library for K-3.

Tuesday: Media Madness Day

Film Festival in library for 4-6 grades. Check out a career related book or see one of the outstanding filmstrips.

1:00 Susan Smith from The Cake Box will give cake decorating demonstration to Mrs. Holmes' room.

1:30 Sergeant Roberts will talk to Mrs. Wallace's room about being a policeman.

Wednesday: Guest Speaker Day

Between 1:00 and 2:00, 10 speakers will be in the intermediate wing to talk to all 4-6 students. Students will select their preferred session and every effort will be made to give them their first choice.

Teacher	Speaker
Reid	Dr. Austin - Flagstaff Pediatrics
DeMiguel	Dr. States - Biologist - Beekeeping
McPherson	Carl Lamar - KCLS
Brown	William McElfresh - Advertising
Wardlow	Fritz Aspey - Lawyer
Gerver	Dick Dorrington - Mechanic
Slipher	Mary Friend - EFJHS - Computer
Rooker	Dave Sucsy - Commerical Photographs
Johnson	Phil Brodersen - Northland Aviation
Weeke	Mike Souwers - Potter

Other activities planned include:

9:00 - Field trip to dome for all 1st grades.
12:15 - Mary Friend brings her computer to 2nd grades.
12:30 - Mike Souwers will be in the art room until 3:00 for pottery demonstrations.
1:00 - Kathy Winkler, Special Services Library, will give a presentation on braille.
1:30 - Lori Ower, Secretary at Supervisors' Center, will talk about her career.

Thursday: Career Essay Contest

Students are encouraged to write a one page essay on the following topics:

4th grade - The Most Important Career of the Past
5th grade - The Most Exciting Job Today
6th grade - What New Jobs Will There Be in 2001?

Participation is voluntary. Please submit entries to your career coordinator.

1:00 - 2:00 - Mr. Johnson's class will take a field trip to Block-Lite.

Friday: Dress Up Day

Students are invited to come to school dressed in the career they are most interested in. They are encouraged to spend time during the week researching their job so they can make a presentation to their classmates.

1:30 - David Parkman will speak to Mrs. Wallace's class on this work with Universal Studio.

CAREER WEEK - LIBRARY

March 1-5

DISPLAYS

1. Print materials (books, magazines, pamphlets)
2. Games and posters
3. Audio-visual materials

SPECIAL PROGRAMS

Tuesday, March 2, Mrs. Jenny Erwin will be in the library all day to present to each class, except kindergartens, a program entitled, "Careers - the trend from Pioneer days to the present." It will last approximately 20 minutes. If you are interested please come to the library and sign up for a time. Mrs. Erwin will present a special program to the kindergarten in their classrooms upon request. See me for more details.

CAREER PROGRAMS - ALL WEEK

First Grade
What is Work? (A sound filmstrip presentation)
Bill Brecken - Guest Speaker - Cooperative Extension Service

Second Grade
The World of School (A sound filmstrip presentation)
David A. Williams - Guest Speaker - Flagstaff Superintendent of Schools

Third Grade
The World of Construction (A sound filmstrip presentation)
Don Yancy - Guest Speaker - Yancy Construction Company

Fourth Grade
The World of Government (A Sound filmstrip presentation)
Robert Gaylord - Guest Speaker - Lawyer

Fifth & Sixth Grade
Our Dramatic Industrial Development (A sound filmstrip presentation)
Southwest Forest Industries

LISTENING CENTER PROGRAMS - ALL WEEK
(4 children at a time)

We will have four different programs going at one time (one for each child). The following programs are available for the different machines. You must come to the library and sign up for the time and programs you want your children to see.

CAREER WEEK PLAN

THEME: "Careers Come Alive"

DISPLAYS:

(1) Creative Games (in library)

(2) We Deliver the Goods (in lounge)

(3) Door Poster (library door)

Other games: "You're Fired"
"Exotic Careers"
"Fill My Shoes"
"Pioneer Prater"

ACTIVITIES:

1. Librarians set up display of their career material; idea boxes, work kit, Popeye comics, books, study prints, film strips.
2. Librarians read stories related to self or fictionalized career books during story time.
3. Librarians have centers set up for students to view and hear career filmstrips. (Welcome to the World of Television)
4. Send letter home to parents telling them of Career Week asking for help or suggestions for their child's classroom.
5. Ditto a career game for students to take home.
6. Have guest speaker in the library or classroom during the week to demonstrate their skills.

Title of Community-based Practice: Person for a Day

Suggested levels for use: Elementary and Junior High/Middle School

Description of the practice:

In this California practice, a student is chosen each day as "Person for a Day". Using pictures and booklets, "Mini Booklets About Me," the chosen student is featured on a special bulletin board and also receives a microsalary.

Sample objective:

The student will bring in a minimum of three photographs of his hobbies, interests, family members, pets, baby pictures, etc. to establish his identity and build a positive self image.

Planning Checklist:

1. Make poster.
2. Introduce concept to class.
3. Teacher starts out with his/her own picture.
4. Use a selection process that will program all students into a time slot.
5. Provide information sheets (see sample) to each student as his/her turn arrives.
6. Remind students that their comments about the person of this day/week should only be positive.
7. Make certain that all pictures get home.

Resources Needed:

Poster board, felt tip pens, construction paper

Procedure for Gaining Support of the Practice: Natural curiosity provides stimulation.

Possible barriers to Implementation:

Time constraints placed on teachers

Management Considerations:

Suggest covering poster with laminating film or clear contact paper. Make certain all students have an opportunity to participate but do not make it compulsory. This activity should be done early in the year to be most beneficial.

Evaluation Procedures Recommended:

Ask follow up questions of each person of the day/week concerning values, career aspirations, educational requirements, value of school subjects related to current career choice, positive character qualities, and how they relate to the working world, etc.

Other Pertinent Information:

If you have students without any pictures, find someone with a Polaroid camera. Spend a few dollars for film to assure that all students will have pictures.

Suggest placing a blank sheet of paper at bottom of poster to provide opportunity for classmates to write down positive comments. Introduce by saying, "What are the things you like about _____? You may write one word, a phrase or a line." Discourage anyone from writing a paragraph.

Source of this practice:

Name Career Education Coordinator

School/College/Other Organization Napa Valley Schools

Address 2425 Jefferson Street

Napa, CA 94558

Telephone 707 - 252 - 5571

Person for a Day

NAME _____ AGE _____

SOMETHING EASY FOR ME TO DO _____

_____

FAVORITE FOOD _____

AFTER SCHOOL I LIKE TO _____

THIS YEAR I WANT TO LEARN TO _____

I HAVE A BIG SISTER _____ LITTLE SISTER _____

BIG BROTHER _____ LITTLE BROTHER _____

I HAVE A PET NAMED _____ IT IS A _____

MY FAVORITE BOOK IS _____

MY FAVORITE TV SHOW IS _____

MY FAVORITE COLOR IS _____

MY FAVORITE GAME IS _____

IF I WEREN'T ME I'D LIKE TO BE A _____

MY FAVORITE SUBJECT IN SCHOOL IS _____

WHEN I GROW UP I WANT TO BE A _____

I'M PROUD THAT I CAN _____

I WOULD LIKE TO TAKE A VACATION TO _____

IF I COULD LIVE ANYWHERE IN THE WORLD, I WOULD LIKE TO LIVE IN _____

_____

THIS CLASS CAN COUNT ON ME TO _____

IF YOU NEED SOME HELP, I CAN HELP YOU STUDY _____

IF YOU WANT TO HELP, I NEED SOME HELP STUDYING _____

IF I COULD MAKE A RULE FOR ADULTS, IT WOULD BE _____

_____

PERSON FOR A DAY

Tomorrow You Will Be The Person Of The Day!

YOU WILL NEED TO BRING TO SCHOOL SOME THINGS THAT YOU WANT TO SHARE WITH THE CLASS. IF YOU CAN, BRING:

1. A picture of your pet, if you have one.
2. A picture of yourself when you were a baby.
3. Some other special pictures (a trip, sisters, brothers, your home, etc.

ALL OF THESE WILL BE RETURNED THE SAME DAY...

Title of Community-based Practice: Elementary Level Days of Involvement

Suggested level for use: Elementary

Description of the practice:

A Florida private school designates this day to achieve twin purposes of becoming aware of (1) career choices open to them and (2) how their parents made such choice. After completing considerable classroom preparatory activities, each student decides upon one of several options for career-related involvement for the day: spending the day at work with parents of someone else, taking surveys of categories of work done by parents of other students in the class, or doing research on education/training and other details about certain careers of interest.

Sample Objective:

To become aware of how parents make such choices

Planning Checklist:

Filmstrips on careers
Formulating a survey sheet
Preliminary work in putting information on graphs

Resources Needed:

Parents and business people in the community

Procedures for Gaining Support of the Practice:

Children on day away from school explore career by either 1) spending day at work with parents or 2) spend day with someone in career they would like to try or 3) take a survey of work of parents in class by categories (service with people, with production, with things) and graphed information or 4) did research on education and training required for certain career.

Possible Barriers to Implementation:

Could children miss school to spend day with someone on job.

Management Consideration:

Be sure children are given choices of projects that are possible for them to do.

Evaluation Procedure Recommended:

Reports and summaries given in class by children

Other Pertinent Information or Comments (such as possible variations):

One third grader wrote that he would like a career involving working with people (other choices were working with things - computers, etc.). He would like this because his father worked with people and he would like to join him (his father was a funeral director).

One survey involved how many mothers worked outside the home, how many fathers worked outside the home, how many grandmothers worked or had worked; this was then graphed.

There are so many facets of this for children of the elementary age. It opens doors for them.

Source of this practice:

Barbara Stephensen, Principal
St. Andrews Episcopal Day School
7801 Lone Star Rd.,
Jacksonville, FL 32211

(904) 725-6566

Title of Community-based Practice: Moving Job Fair

Suggested level(s) for use (elementary, secondary, postsecondary)

Elementary, middle/junior high

Description of the practice:

This bus has sixty feet of displays, games, materials and slide-sound shows focusing on job opportunities in the local community. The bus remains at each school for one week during which time the displays may be either kept in the bus or removed for use in the classrooms.

Sample Objective(s)

Awareness of county/regional economic system
Jobs that are in area ... products made

Planning Checklist

Resources Needed

Anything pertaining to regional economic base
All materials donated by business and individuals

Procedures for Gaining Support of the Practice

Teacher inservices - people from our organization work with students as demonstration.

Possible Barriers to Implementation

Difficulty of moving heavy displays into school during cold weather when students can't go outside to bus.
Some teachers reluctance to implement new ideas.

Management Considerations

Biggest problem is potential over use and "burning out" resources. There has to be coordinated scheduling so no one district has it more than its share.

Evaluation Procedures Recommended

Teachers and administrators evaluate use and value as a teaching tool.

Other Pertinent Information or Comments (such as possible variations)

Bus tours: 5 students maximum allowed on the bus at one time -- Michigan fire marshall LAW

Source(s) of this practice:

Name Mary A. Agria, Director

School/College/Other organization Mid-Michigan Community Action Council

Address 608 Wright Ave., P. O. Box 102

Alma, Michigan 48801

Telephone 517 (area) 463-6404 463-6424 (number)

Title of Community-based Practice Career Day on Wheels

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) Elementary

Description of the practice:

For intermediate grades, this practice is conducted near the end of school. A variety of career-related vehicles are parked at a community location and each is accompanied by an individual using it in his/her career. The person discusses job requirements, answers questions and provides any other information requested by students.

Sample Objective(s)

1. To stimulate interest in and awareness of the variety of work and career options in the community.
2. To initiate questions from students.
3. To promote classroom discussions about careers.

Planning Checklist

1. Adequate representation of women and racial minorities
2. Commitment of student involvement on part of the school.
3. Principal-teacher contact after first mailing to school.
4. Media coverage.
5. Follow-up/evaluation

Resources Needed

1. Vehicles accompanied with driver to answer exploratory career-related students' questions, such as those on the following pages.
2. Community location, such as a large parking lot.
3. Teachers to cooperate by preparing students for the event and conducting follow-up activities.
4. Individuals responsible for planning, coordinating, and communicating.
5. Transportation, e.g. reduced rate public transportation.

Procedures for Gaining Support of the Practice

1. Good communication with all parties about objectives, expectations, and pertinent details.
2. Previous years' success in this or other career-related activities.
3. Planning and implementation in hands of known responsible and effective person.

Possible Barriers to Implementation

1. Inclement weather (alternate plan should have been predetermined)
2. Failure to gain cooperation from teachers and administrators.
3. Lack of variety of careers represented.
4. Poor student preparation/follow up.
5. Transportation difficulties.

Management Considerations

1. Student permission slips signed by parents; 2. Commitment from resource persons along with clearly defined expectations; 3. Communication with teachers and principals to gain support and clarify expectations/possible optional activities for preparation/followup; 4. Implementation of plan according to date/activity.

Evaluation Procedures

1. Followup/evaluation by involved teachers.
2. Subject comments requested from community participants.
3. Principals asked to pass on comments from self and staff.
4. Comments by students.

Other Pertinent Information/Comments (such as possible variations)*

1. Could be done for one school, rather than for several.
2. Several such days throughout the year could assure coverage of all appropriate career clusters.
3. Possible to hold on a school holiday for both students and community persons.
4. Good idea to take pictures of each vehicle during the event and send copies along with thank you notes.

Source(s) of this practice

Name Dr. Guy R. Jones, Vocational Education Director

School/College/Other organization Champaign Community Schools

Address 703 South New Street

Champaign, IL 61820

Telephone 217 (area) 351-3800 (number)

* Attach any additional materials e.g. forms or articles describing the practice.

1. What skills are necessary in your job? What did you learn in school that helps you now?

2. The role of the vehicle in the job?

3. What is interesting about your job?

4. What general preparation is necessary?

It is suggested that you might initiate classroom discussion before and after the event using these basic concepts:

1. Relationship of interest and ability. We usually choose to do: 1) things we enjoy and 2) things we do quite well--people choose jobs for the same reason. It's important to know your interest--no one is happy doing a job everyday that isn't interesting (discuss examples). Our interests differ ; what is enjoyable for one may not be for another.

2. Encourage self-awareness as it relates to careers, think about various jobs: list what interests and abilities would be involved in that job.
   Example:
   Bus driver -- interests: likes staying in one place
   meeting people
   sedentary position
   abilities: making change
   driving ability

3. Suggest a writing assignment: possible topics:
   "The Perfect Job"
   "Jobs That Interest Me"
   "The Neatest Part of Career Day on Wheels"
   If you would like to send these to the Career Guidance Center, we will respond and select several for future use.

4. If you would like copies of career awareness activities to use the last days of school, give us a call. Two that are particularly interesting for upper grades;
   1) the family tree(job)
   2) interviewing people who do different jobs (kids can even role play jobs and interview each other); we have a form to use for this exercise.

(Interview questions--might be used in classroom discussion prior to vehicle visit; not all are applicable to elementary grades. Spontaneity from children's questions are preferable)

CLASSROOM INTERVIEW QUESTIONS

The following is a list of questions which could be used by a class when interviewing people about their occupations. This list is not complete and is intended to be used as a helper in thinking up other questions.

1. Why did you pick this job?
2. How did you get started in your occupation?
3. How did you choose your place of training?
4. What educational, training, and other qualifications are there for the job?
5. If you should wish to change jobs, would the training contribute in any way?
6. Do you think this job would have a good future for me?
7. How could I get started in this career?
8. What is the salary range of this occupation?
9. What could a beginning person expect to make?
10. What are the fringe benefits?
11. Do you get paid vacations?
12. Do you have medical insurance?
13. Is there any chance of being laid-off? If so, how many times a year?
14. What sort of planning does this business have for retirement?
15. What do you or don't you like about your job?
16. What are the advantages?
17. What are the disadvantages?
18. What are the hours and working conditions?
19. Do you ever have to work holidays? If so, which ones?
20. Do you ever work on weekends?
21. Is there a special uniform you must wear, or are you free to wear what you want? Does the company provide the uniform or does the employee?
22. What tools do you need?
23. Do you have to buy your own equipment?
24. What are the physical requirements?

25. What do you do in this occupation?

26. How much traveling is involved?

27. What kinds of people do you work with?

28. Is there any chance for advancement?

29. What are your responsibilities?

30. Do you belong to a union?

31. What's a typical day like for you in this job?

32. Is there any on-the-job training?

33. Has there ever been a time when you couldn't stand your job? If so, why and when?

34. Do you have to move if the company does?

35. What work experience did you have before you started to work in this occupation?

36. Who depends on your work? Upon whom do you depend?

37. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?

38. How does your job affect your personal life?

39. What kinds of people do you meet?

40. Do you work mainly with people or things?

41. Do you work a lot with ideas?

42. Does you job offer opportunities to be creative?

43. Are people with your kinds of skills usually needed--even when business may be bad?

44. Is your work at all seasonal?

45. What special abilities are needed in your job, for example, the ability to think rapidly, ability to make decisions, ability to deal with other people, etc.?

46. Would you recommend this kind of work for your children?

47. How do you spend your time after work?

48. If you could have any job in the world, what would you like to be?

49. Do you still go to school for special training?

50. When are people promoted? When are people fired?

Title of Community-based Practice : Career Awareness Mobile Unit

Suggested level for use: elementary

Description of the practice:

Intermediate grade students in an eleven-elementary-school California district are served by a mobile trailer emphasizing career awareness. By means of filmstrip/tape materials and twenty "hands on" job samples, the students gain awareness of and some knowledge about each of the fifteen USOE defined occupational clusters.

Sample Objectives:

Project students will demonstrate a measurable gain in career awareness by the end of the third year of the project as measured by pre- post-tests (CAI).

At least 85 percent of the project students will complete at least four job samples to a proficiency level of 85 percent by the end of the third year.

Source of this practice:

Career Education Director
NAPA Valley Unified Schools
2425 Jefferson Streer
Napa, CA 94558

707 - 252 - 5576

Title of Community-based Practice Career Wagon

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) Elementary (primary and intermediate)

Description of the practice

A utility company sponsors this mobile unit concentrating on the variety of jobs in the electricity and natural gas industries. Serving multiple schools in a district, the wagon contains photographic display units, equipment used in selected careers of these industries, wall posters, and publications. In addition, a teacher's manual is provided for use in preparation and follow-up activities.

Sample Objective(s)

1. To recognize the various careers people have.
2. To recognize the need for helping pupils become increasingly aware of different types of work.
3. To recognize some possible preparation for the future.
4. To recognize the need to develop skills in human relations.
5. Development of mental abilities.
6. Development of skills.

Planning Checklist

1. Scheduling of the wagon for various schools' use.
2. Orientation of principals, teachers, and counselors.
3. Preparation and distribution of materials to teachers.
4. Arrangement for on-time delivery of the career wagon to each school.
5. Teacher planning:

   a. Take out each of the Hardware items and show to class
   b. Have the children put on the equipment and act out each part
   c. Role play
   d. Have children draw pictures
   e. Picture taking
   f. Do activity sheets.

Resources Needed

1. Teachers' manual
2. Equipment, materials, and displays in the Career Wagon
3. Audio visual materials other than those contained in the wagon
4. Enthusiastic teachers
5. Duplicating equipment for materials in teachers' manual.

Procedures for Gaining Support of the Practice

1. Newspaper coverage
2. Communications with local teachers' association
3. Use of sponsoring company's newsletter
4. Conversations with and visits by school teachers and principals
5. Staff orientation/introduction to the Career Wagon

Possible Barriers to Implementation

1. Teacher not taking advantage of the suggestions and materials for preparation and followup contained in the teachers' manual.
2. Administrators and/or teachers uncommitted to emphasizing career awareness in the classroom.
3. Inadequate or no orientation to the Career Wagon.
4. Schools improperly securing, caring for, and using the equipment and materials.

Management Considerations

1. Securing wagon when not in use to prevent accidents and loss of equipment.
2. Promotion of school-industry business cooperation through support of activities such as this.
3. Assurance of adequate orientation of teachers to the teaching/learning opportunities offered by the unit.
4. Communications with parents concerning the purposes, activities, and outcomes of the unit as well as feedback to the sponsors.

Evaluation Procedures

1. Reports from parents about children's conversations with them concerning the career wagon activities.
2. Assessment of pupil participation and their understanding of the Career Wagon contents.
3. Class project e.g. mural-college, play-video taped, bulletin board, scrap book.

Other Pertinent Information/Comments (such as possible variations)

The twenty-nine page teachers' manual was developed by the sponsoring company, Niagara Mohawk Power Company, Syracuse, New York.

Source(s) of this practice

Name Mr. Donald L. Stanistreet

School/College/Other organization Franklin School

Address 428 North Alvord Street

Syracuse, New York 13208

Telephone _____
(area) (number)

Elementary

Cross Reference Index

(those practices in another category but also applicable to this one)

I-62 Cobweb Learning Fair (s)

VI Student Shadowing (s)

S-- Secondary